

**ORAL COMMUNICATION EXPOSURE STRATEGIES EMPLOYED
BY HIGH PERFORMING STUDENTS OF ENGLISH
AS A FOREIGN LANGUAGE**

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree of English Language Education



By:
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July 2020**


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Written by:

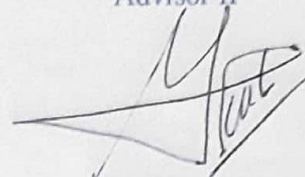
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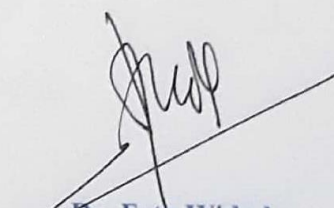
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It has fulfilled the requirements to get
Master Degree of English Language Education
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LETTER OF STATEMENT

I, the undersigned:

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Hereby, declare that:

1. The thesis entitled: **ORAL COMMUNICATION EXPOSURE STRATEGIES EMPLOYED BY HIGH PERFORMING STUDENTS OF ENGLISH AS A FOREIGN LANGUAGE** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 22 July 2020

The Writer,



RIDHA MUDRIKAH

MOTTO AND DEDICATION

*Whoever learns something in the name of Allah,
seeking that which is with him, he will win.
And whoever learns something for other than Allah,
He will not reach the goal,
nor will his acquired knowledge bring him closer to Allah*
(Al-Hasan Al Basree)



I dedicate this thesis to:

My parent, husband, son, brother, sisters and families

ACKNOWLEDGEMENTS

Foremost, the writer praises to Allah SWT the Lord of the universe, who has blessed in finishing her thesis. Then, greeting and salutation to the great prophet Muhammad SAW who had brought humankind to the bright world.

Besides, the writer expresses her sincere and deepest gratitude to advisors, Dr. Estu Widodo and co-advisor Dr. Hartono who patiently gave the invaluable guidance and support during the consultation and completion of this thesis writing.

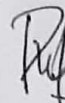
Furthermore, precious thanks are specially appreciated to the writer's beloved parent Drs.H. Suparnis, M.Pd, Dra. Hj. Yulidesni, M.Ag, and H. Kasnari, Hj Casmini, my dearest husband Kukuh Fatmo Widodo, M.Pd, sweetie pie Aflah Muhammad Al-Qarni, lovely brother Dr. Muhammad Husni Sidqi, beloved sisters Anita Anggraini Batubara, M.Pd.i, Dwi Fatma Lestari, and Tsalis Nurunnisa. She thanks them very much for their continuous prayer and their tender love for supported spiritually and morally so that the writer always be motivated to finish the study. Great thank also goes to the writer's friends for the precious moments during the study. At last, the writer would like to express her thanks so much to anyone who has encouraged her in completing this thesis.

Finally, this thesis is expected to be useful for the entire readers, and might be used it as reference for the next researcher to conduct study or develop the similar study related to critical thinking. May

Allah give his blessing to all of you and reward with the goodness and guide to the right path.

Malang, 15 Juli 2020

The Writer,



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ORAL COMMUNICATION EXPOSURE STRATEGIES EMPLOYED BY HIGH PERFORMING STUDENTS OF ENGLISH AS A FOREIGN LANGUAGE

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ABSTRACT

This study aimed to investigate the out of class exposure strategies by high performing Efl students. It was motivated by the fact that out of class expoure strategies are highly contribute to students success in improving oral communication. In addition, a number of prior study have proposed that the out of class exposure strategies shows the positife impact to students learning English skill.

It was qualitative case study in which the data were taken from Focus Group Discassion (FGD). Semi structured interview were employed to gain the data from the subjects. It was also supported by video and voice recording to ensure the data more reliable and valid. There are eighteen Efl students Universitas Muhammadiyah Malang (UMM) who fulfilled the criteria and were considered as high performing students in speaking subject.

The result shows There are six out of class exposures strategies such as; speaking with peers and native speakers, YouTube, Listening to the music, Watching English Movie or TV show, playing games, and reading books. In line with this, other new insight found that the subjects in the FGD avowed other term of exposure such as expose themself in *youtube*, which can be best sources to search various topic in English material. Also, speaking with peers and native speakers was the most dominan exposure strategies used by the subjects. Additionally, for the second aspect in the research question was the confession on the result of study that conducted by some researcher which revealed that out of class exposure strategies can contribute to the improvement on students' oral communication component such as Doubling Students' Vocabulary, Mimicking the Native Speakers' expression, Upgrading Students' Pronunciation, Increasing Students' Speaking fluency, Improving Students' confidence. Further, from the data declared that out of class exposure strategy gave higly contribution in doubling students' vocabulary.

Keywords: oral communication, out-of class exposure strategies, high performing efl students

STRATEGI PENINGKATAN BERBICARA BAHASA INGGRIS YANG DI GUNAKAN OLEH MAHASISWA BAHASA INGGRIS BERPRESTASI

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ABSTRAK

Studi ini bertujuan untuk menganalisa *exposure strategies* di luar kelas yang digunakan oleh mahasiswa bahasa Inggris yang tergolong sebagai *high performing* di dalam kelas. Hal ini termotivasi berdasarkan fakta bahwa *exposure strategies* diluar kelas sangat berkontribusi kepada kesuksesan siswa dalam meningkatkan kemampuan berkomunikasi bahasa Inggris. Selain itu, sejumlah studi sebelumnya telah mengusulkan bahwa *exposure strategies* di luar kelas menunjukkan dampak positif kepada kemampuan berbicara bahasa Inggris siswa.

Ada delapan belas mahasiswa bahasa Inggris Universitas Muhammadiyah Malang (UMM) yang memenuhi kriteria dan dianggap sebagai siswa *high performing* dalam bidang kemampuan berbicara. Penelitian ini menggunakan pendekatan kualitatif yang tergolong sebagai study kasus di mana data yang diambil dari Focus Group Discussion (FGD). Pertanyaan wawancara yang tidak terstruktur digunakan untuk mendapatkan data dari subyek. Hal ini juga didukung oleh video dan rekaman suara untuk memastikan data yang lebih valid.

Hasil dari penelitian ini menunjukkan ada enam dari *exposure strategies* di luar kelas seperti; berbicara dengan teman dan penutur asli, YouTube, mendengarkan musik, menonton film berbahasa Inggris atau acara TV, bermain game, dan membaca buku. Sejalan dengan ini, dari data hasil FGD menemukan penemuan baru bahwa Youtube dapat menjadi sumber untuk mencari berbagai topik dalam bahasa Inggris materi. Juga, berbicara dengan teman sebaya dan penutur asli merupakan strategi eksposur yang paling dominan yang digunakan oleh subyek. Selain itu, untuk aspek kedua dalam pertanyaan penelitian adalah pengakuan atas hasil studi yang dilakukan oleh beberapa peneliti yang mengungkapkan bahwa *exposure strategies* diluar kelas dapat berkontribusi pada peningkatan komponen komunikasi siswa seperti penambahan kosakata siswa, meniru ekspresi penutur asli, meningkatkan pengucapan bahasa Inggris siswa, meningkatkan kelancaran berbahasa Inggris siswa, meningkatkan kepercayaan diri siswa. Lebih jauh, dari data yang menyatakan bahwa *exposure strategies* diluar kelas memberikan kontribusi kepada penambahan kosakata pada siswa.

Kata kunci: kemampuan berbicara, *out-of class exposure strategies*, mahasiswa bahasa Inggris berprestasi.

TABLE OF CONTENTS

TITLE PAGE.....	i
APPROVAL SHEET.....	ii
LEGALIZATION.....	iii
LETTER OF STATEMENT.....	iv
MOTTO AND DEDICATION.....	v
ACKNOWLEDGEMENTS.....	vi
ABSTRACT.....	vii
ABSTRAK.....	viii
TABLE OF CONTENTS.....	ix
LIST OF APPENDIXES.....	1
INTRODUCTION.....	4
REVIEW OF THE RELATED LITERATURE.....	4
The Nature of Oral Communication.....	4
Types of Oral Communication.....	5
Communication Competence.....	6
The Importance of Oral Communication.....	7
The exposure strategies.....	8
Types of Exposure Strategies.....	8
The Contribution Of Exposure Strategies	
Enhance Communication Proficiency.....	11
RESEARCH METHOD.....	13
Research Design.....	13
Research Subject.....	13
Research Instrument.....	13
Data Collection Procedure.....	14
Data Analysis.....	14
RESEARCH FINDINGS AND DISCUSSION.....	15
Research Findings.....	15
The oral communication exposure strategy	
by high achievement students.....	16
Speaking with peers and native speakers.....	16
YouTube.....	17
Listening to the music.....	17
Watching English Movie or TV show.....	17
Playing games.....	18
Reading books.....	18
The Contribution Of Exposure Strategies	
Enhance Communication Proficiency	19
Doubling Students' Vocabulary.....	19
Mimicking the Native Speakers' expression.....	19

Upgrading Students' Pronunciation.....	20
Increasing Students' Speaking fluency.....	20
Improving Students' confidence.....	21
Discussion.....	21
CONCLUSION AND SUGGESTIONS.....	22
Conclusion.....	22
Suggestions.....	23
REFERENCES.....	24
APPENDIXES.....	28



LIST OF APPENDIXES

Appendix 1: Interview guideline.....	28
Appendix 2: Transcribes and coded.....	28
Appendix 3: Display data.....	33
Appendix 4: Students scoring data.....	34



INTRODUCTION

English oral communication is one of the basic elements needed by English as Foreign Language (EFL) students in Indonesia. This is because the broad use of English spread in many sectors such as education, business, mass media, technology, etc. Further, in education purposes, the ability to communicate is highly required for students at tertiary level. The students in this level may contact with some sources and materials delivered in English by lecturers and convey their ideas in the classroom discussion. Crosling (2014) argued that the major needs of college students is the oral communication progress that might be managed in curricula and lesson design in order to complete the objective of university and future graduates before coming to the society.

As the vital need, English oral communication becomes the core for undergraduate students in their future career. Aziz (2003) claimed that the growth of English use in many areas is supported by the increasing number of teenagers joining English forums or company trainings, radio broad-castings, and news casts. In addition, the growth is also determined by the maturity of tourism objects which usually demand quite a lot of work forces as tourist agents, resort employees, and many other experts with the requirement of being aptitude of fluent English communication. In addition Knight and Yorke (2006) stated that oral communication is well-advised to be the basic skill for people seeking a job.

With regards to the fact that English is the prominent key for university students to get into workplaces, Universitas Muhammadiyah Malang (UMM) has designed compulsory subjects of Speaking I until Speaking IV to be included in the learning process. The time allocated for studying is 100 minutes for 2 credits, and it is expected to give a wide range of opportunities for students to practice their English, such as in the forms of discussion, presentation, story telling etc. in the classroom. The aims of this subject are to cover students' oral skill with materials compiled from different sources and to train their ability to speak in many kinds of activity. Technically, a total of 20 students in the classroom are given individual opportunities to perform their speaking skill for approximately 15 minutes every meeting (English Department Lecture). Widiati and Cahyono (2006) point out that the teaching of English speaking in Indonesia is using the approach of building

students' communication that will extend to the learning movement by performing cooperation among students.

Besides, the students' oral communication can be improved by having several English exposures. It means that some experiences are acquired from activities outside the speaking class to improve English language, in this case is oral communication. According to Cobas and Chan (2001) language development is a complex, dynamic process influenced by the child's age, language exposure and social interactions. The exposure can be obtained not only inside but also outside the classrooms. Both of them can contribute to better oral communication progress. As stated by Scolverket (2006) as cited in Macleod and Larrson (2011), the use of English inside the classroom might stimulate students when they contact into the informal learning of English outside the school.

Meanwhile, the learning process inside the classroom might be the teachers' attention to expose students' English oral communication establishing the interaction between teachers and students or among students. The interaction might be effective if teachers serve innovative instruction to stimulate students' curiosity to respond the questions and materials based on the relevant topic. Krashen and Terrell (1995) suggest that students' oral communication encouraged by teachers' functions in creating the instruction in term of topic nearest to students' natural setting. Moreover, Dislen (2013) indicated that students would be reluctant to learn English if teachers started with many tasks and monotonous teaching instead of asking them to communicate in English and introduce new topics.

Based on the researcher's preliminary study on students speaking performing and interview with some students, it was found that there were 14 students from 3 speaking classes obtaining "A" score. It is assumed that their ability in oral communication is classified as high proficiency in term of fluency, vocabulary range, comprehension and structure. Adams in Iwashita (2010) point out that students propounded a good attitude toward speaking class due to the challenge from the teachers who provide them ability to speak in various contexts. Students confessed that teachers as role model help their ability to communicate to be evolved by imitating them with new vocabulary and right pronunciation.

However, the students agree that the time for speaking in two credits is unsatisfactory to complete their oral learning needs. The present practice in the classroom insists them to train their speaking skill on conveying meaning on certain topics and solving cases in English within a very limited time. The limitation makes the activities, such as group or pair discussions and the feedback from classmates or lecturers, a little bit impossible to be successful. It is due to the existing condition that few students did not have the same chance to explore what they have and what they want to show. Even some students hesitated to express ideas and finally decided not to join the discussion and only listened passively to their friends and lecturer, instead. Dardjowidjojo (2000) as cited in Imperiani (2012) indicated that the composition of English department curricula should emanate equal occasion in “language skill” and “theoretical knowledge”. Furthermore, students are aware that they need to make some effort outside classroom to practice speaking fluently and comprehensively, in other words to achieve better performance of their English. Indeed, the implementation of formal learning and students’ independent practice outside the classroom cannot be separated.

Students’ English oral ability might be increased by their determination to motivate themselves in kinds of activities, for instance some kinds of exposures including joining English forum, playing games, watching You Tube, conducting small group conversation, and self-practice in front of mirror. They admitted that those activities enrich their knowledge to develop better oral communication. Huang (2010) discussed that the students who expose themselves to the activity both inside and outside classroom become more proficient in speaking rather than the students who do not do it. Marian et al. (2007) stated that there are several activities outside classroom to improve students’ English language.

There have been some research findings on the issue of the importance out of class exposure by Perez and Tenorio (2013), Guo (2011), Coskun (2016), MacLeod and Larsson (2011) MacLeod and Larsson (2011), the findings showed the students’ positive demeanor in upgrading the communicative competence by exposing to the activities out-of the classroom which contributed to their oral communication.

It seems that many researches have focused on the role of out of class exposure to raise English Language competence. Some found that students lack of

opportunity to speak in their community and have less attention to the language message around them. In accordance with the explanation above, the researcher is interested in finding more out of class exposure. The present research aims at investigating the students' exposure strategies to self-acquire oral communication performed by the high-performing students of English Department, UMM. It is considered that students cannot acquire speaking instantly without any exposures to improve it.

In line with the background of the study, the researcher constructs the research problems as follows:

1. What are the reasons for Chinese learners to choose certain learning strategies types?
2. How do Chinese learners apply their learning strategies?

LITERATURE REVIEW

The Nature of Oral Communication

Oral communication occurs when two or more people have sent and received information directly and orally. Oral communication, as defined by Byrne (1986), is the way how people's ideas are conveyed to others including the ability to understand, comprehend, and respond the utterances from speakers by giving feedback. Based on Nunan (2003) oral communication, either aural or oral, is a productive skill. Aural includes the ability and the process of listening messages delivered by the speaker; conversely, oral includes the ability and the process of giving and responding the utterances from the speaker. In addition, Atma (2010) mentions that oral communication is an interactive process of constructing meaning which involves producing, processing and responding information. Oral communication also involves a communicative competence; to use the language appropriately to interact and deliver messages depends on the situations.

Shumin (2002) explains that oral language communication is not easy to be performed by the learners of foreign language since it requires appropriate use of language to maintain social interaction. Additionally, oral communication also involves diversity that includes not only verbal interaction, but also paralinguistic elements of speech such as stress, intonation, and pitch. Non-linguistic elements may

also accompany speech such as body languages, gestures, and facial expression. They may convey messages directly without any accompanying speech involved. Indeed, oral communication is not only about producing language but also about using body movement to convey meaning of a language.

In a nutshell, oral communication is an activity carried out by people to express their idea, opinion, though, emotion, and also to exchange information by spoken utterances in the form of social interaction. Therefore, it is necessary that people have a good and appropriate oral communication skill as a tool of communication.

Types of Oral Communication

Brown (2004) suggested five types of oral communication; imitative, intensive, responsive, interactive, and extensive. Imitative is the lowest level of oral communication. It demonstrates someone's ability to imitate what others said. In this case, students merely repeat their teacher's saying or label thing. Pronunciation practice/drill for a word, a phrase, or a sentence. Intensive type of oral communication is students' production of stretches of oral language. It demonstrates students' linguistic ability on short structure and phrase, such as in prosodic element on rhythm, intonation, juncture and stress. In this case, students utter oral communication in a short sentence/no more than one sentence in their own. It is no longer a parroting but a short production.

The next type is responsive. This involves students' ability to interact, comprehend, and respond to such limited level of conversation, for instance, greeting, congratulating, simple request, small talk, and other short conversations. Students can explore the conversation they are involved in, get the meaning of their opponent speakers, and comprehend what they respond to them in limited utterances.

The fourth type is interactive oral communication. This type is similar to the previous type; responsive. Both types require students' ability to interact, comprehend, and respond an interaction. However, the length and the complexity which occurred in interactive oral communication are bigger than in the responsive one. Students here are required to deal with longer talks and longer duration of conversation. The last type is extensive oral communication which produces larger

types of oral communication. The students deal with oral speeches, presentation, and storytelling which require less involvement of the listener. They speak more complex and do monologue variations individually with minimum verbal interaction. The teachers, thus, can implement each type of oral communication depending on the objectives of their learning.

In addition, Nunan (2003) divides more extensively the type of oral communication into two types; monologue and dialogue. These two types are based on how these oral communications occur. Monologue is adequately performed by one person/speaker. Monologue does not require any response from listeners. It might be a speech, news report, and story. Dialogue, on the other hand, is performed by more than one speaker as it requires another speaker to respond to the talks. It involves interpersonal oral communication in which the performers become both speaker and listener. They exchange expression, information, or even emotion.

The two categories of oral communication are basically similar. Regarding the various types of oral communication presented, teachers can apply a learning strategy needed through knowing the particular types of oral communication. Moreover, teachers can decide the appropriate assessment of each type.

Communication Competence

Oral communication is not simply a process of learning to merely speak a language. According to Widiati (2006), communicative competence should be acquired by the language learners because it enables them to interpret and deliver messages as well as to negotiate meanings interpersonally within specific context in social interaction. In addition, Canale and Swain (1980) propose that the ability to communicate a language consists of four dimensions; grammatical competence (knowledge of grammatical structure used in a language), sociolinguistic competence (knowledge of acceptable language used in society), discourse competence (knowledge of how language is used in a particular kind of speech), and strategic competence (knowledge of preventing communication breakdown either verbally and nonverbally). Communicative competence includes both the use of linguistic system and its functional aspect in social interaction.

Savignon (1983) stated that communicative competence is a dynamic and interpersonal idea, and it depends on the cooperation among all involved participants of communication. Furthermore, communicative competence is then defined as the ability to use and function a language in a communicative setting for interaction. As stated by Savignon and Wang (2003), the communicative setting is in the form of dynamic exchange in which the linguistic competence adjusts in such situation to form and deliver information, both linguistic and paralinguistic, carried out by one or more speakers. The communicative competence finally implies the purposes of oral interaction or spoken language which functions as interactional and transactional communication. Yule (2001) point out that in interactional communication, spoken language is meant to build and maintain a social interaction and relationship, whereas, transactional communication is intended to convey ideas and information delivered.

The Importance of Oral Communication

The ability to communicate effectively is highly recommended for students in gaining a good job after their study. Therefore, students who are well prepared in their communication during their education process will be more successful in their workplaces. According to Chairat (2016), oral communication is mostly used in workplaces to build the relationship to co-worker, and deliver presentation. Additionally, Rowson (2007) noted that many young people in work place failed to build a good relationship because of misinterpretation and lack of oral communication competence; they rather use written form such email than conversation.

Furthermore, Freihat and Machzoomi (2012) in their study revealed that employees confess the ability to communicate intangibility in verbal language is beneficial in work setting. In fact, oral communication should be addressed in a university curriculum to prepare the students for entering job environment. Moslehifar and Ibrahim (2012) in their study in the Human Resource Development (HRD) found that undergraduates need oral communication training since oral communication skills has a vital role at the workplace. They claimed the advantages of communicative activities include establishing social relationships with clients,

delivering an issues or concerns before superiors or colleagues, and having discussion, workshops and such. The perception of the trainees clearly reported that they often face problems speaking fluency and speaking in front of an audience.

The Exposure strategies

Exposure means experience of something. Bui and Intaraprasert (2013) stated that exposure to oral communication in English refers to the students' opportunities to interact in English. The students need be exposed either in the classroom or outside of class in order to be more proficient in oral communication. Chiswick & Miller (1998) argue that exposure or "learning by doing" may impact the acquisition in the target language. Krashen (1982) states that there is a clear relationship between the commonness of exposure and oral proficiency. Even though some studies show that exposure did not have relationship with oral proficiency, frequent English exposure may help learners to be more proficient.

According to Huang (2010) students who had more exposure to acquire English orally in the natural setting are more flexible and successful in developing strategy for good oral communication. Thus, the students who expose themselves well in both inside and outside classroom become more proficient in oral communication than students who do not. In addition, Kim and Margolis (2000) reported that students who were exposed to a greater amount of English material or learn English from native English speakers were highly motivated. Therefore, the level of exposure is directly related to language proficiency. Additionally Huda (1997) the educations' practitioners should be aware to provided students' English environment both inside the classroom and outside the classroom in order to encourage the university students to survive in the global competition.

Types of Exposures strategies

The students may acquire English in both formal and informal settings. According to Wallace (2004) in school and in daily life, students face a diversity of circumstances that require language skills. For this reason, experience with a variety of reading, writing and speaking activities in school can help learners acquire the skills they need to be competent of. Thornburry (2005) suggests that to ease the

transition from the classroom to the outside world, there are a number of strategy they can do outside the class to expose their English communication competence through diaries, audio and video conferencing, social media and such. Thus, asking learners to reflect on their out-of-class oral communication experiences is a useful way of raising their awareness as to their strengths and weaknesses and also monitoring their progress over time. Further, there are some out of class exposure strategies below;

a. Watching English Movie Or Tv Show

Wasanasomsithi, Short, & Majid (1999) pointed out that watching television are the most common independent activities students participate outside the classroom. The students show that watching television and watching movies improves their conversation skills. In addition, according to Macleod and Larrison (2011), learning English outside of the classroom refers to all aspects of the English language that the students are exposed to outside of school including home based activity such as watching TV or reading an English book before bedtime. In addition, Knight (2007) exposed learners to several daily based activities such as speaking with friends, listening to the radio, reading material for school, talking to costumers, watching movie. In fact, watching movie is the most frequently used English exposure outside of the classroom that can give the good impact for their communication improvement.

b. Speaking With Peers And Native Speakers

Palermo (2013) claims that, in his present study, he considered English exposure from all sources including home based exposure such as talking English with mother, father, sibling, and other family members. If the students have family member who can speak English, they can communicate in daily life to increase their oral communication ability. A study conducted by Guilmez and Shrestha (1993) investigated the difference between formal mode and informal mode of learning English in Nepal. Twenty nine participants in informal (out-of class) learning mode interacted with tourists, while the other 29 participants learned English in a classroom environment through formal education. The result indicated that being

exposed to a second language outside class might result in a higher proficiency in the target language.

b. Listening to the music

Barbee (2013) notes that the amount of English exposure is highly correlated with enjoyment, so listening to music is the most frequent activity because it is the most enjoyable source according to students. Olmedo (2014) investigates that listening to music in English is the most popular activity among elementary and middle school students.

c. Playing games

Piirainen-Marsh and Tainio (2009), which focuses on adolescents engaged in playing video games and the potential learning outcomes from such an activity. They found that the game enabled the players to practice, perform, reproduce, and play with different characters' styles and accents of English. Ferdous (2013) stated The newest area for supporting English language learners involves the rapidly increasing popularity of *video gaming* and virtual world's participation. In these multimedia environments, participants must rely on quick comprehension and expression in order to move successfully from stage to stage or level to level of success.

d. Reading books

Alijeye (2009) investigated the effect of extra-school language activities. These extra-school language activities include; exposure to English language use at home, written or oral communication and interaction in English language outside the classroom. Exposure to English language is obtained through reading of materials like newspapers, magazine, novels, and literature books. This study also proved better communication skills of the users.

e. Radio program

Stanley (2005) argues that creating a radio show can be one way a popular means in improving English skills out of the classroom. Further, the students who prepared a radio program deal with certain duty such as being a radio reporter and a

guest to talk with various report information throughout the radio program.

f. A Social Media

Digiday (2015) stated that a modern social media publication such as periscope provides an opportunity for users to access live streaming and interact with their peers in real time. Periscope can also be considered as a cellular that can be used as a learning tool. Sharples (2006) claims that in the last year, learning to use social media on mobile has shifted attention from formal classroom learning to informal learning outside the classroom.

Finally, exposure strategy is several activities that can be used by learners in order to use the language as maximum as possible whether in informal or formal mode of learning to give the experiences to engage with some sources and people to acquire a better English oral communication. This activity is recommended to all the English learners including students at UMM. They should be made aware of several informal activities outside the classroom should expose themselves in order to support their formal learning and upgrade their English oral skill.

The Contribution Of Exposure Strategies Enhance Communication Proficiency

Convincing from several studies related to the exposure strategies can give the contribution to the improvement of students oral communication in part of speaking component and some speaking performing. Therefore, below is an explanation of the speaking component supported by several studies about the contribution of exposure strategies outside the classroom in improving oral communication.

a. Components of Oral Communication

Producing oral communication does not merely utter some words. It requires idea and thought expression as well. Haris and McCann (1994) propose some components of oral communication.

1. pronunciation

The first component is pronunciation. It is related to sound system. This component of oral communication is considered the most important since appropriate

pronunciation affects to the fluency of oral communication. If speaker pronounces a word inappropriately, it may change the meaning and finally the proper communication will not occur.

2. Grammar

The second component is grammar. According to Brown (2001) grammar is a rule by which some meaningful words are put together orderly and correctly to deliver comprehensible meaning. Inappropriate grammar or structure in an utterance will also change the meaning. Speakers then cannot convey the intended meaning of an utterance with inappropriate grammar.

3. vocabulary

The third component is vocabulary. Having adequate vocabulary will help speakers express the idea of oral communication. Using appropriate vocabulary will lead the speakers to utter correct and meaningful sentence. In addition, Chik (2014) describes how digital gameplay can contribute to second language learning, particularly in developing familiarity with topics and vocabulary that may not be included in a regular language course.

4. Fluency

The fourth component is fluency. It is related to the speed of the flow of the speech. It also includes speakers' smoothness in expressing their idea orally. It significantly influences the communication between the speaker and listener.

5. comprehension

The fifth component is comprehension. Oral communication involves more than one person in either monologue or dialogue. It requires understanding of any person's involvement to make the oral communication occur. If the person is not able to comprehend the utterances, it will lead to confusion or even misunderstanding.

6. Confidence

In addition, Stoller (2002) states that out-of-class language learning increases cooperation and motivation, and thus enhances students' confidence and self-esteem.

RESEARCH METHOD

Research design

The aim of this research was to describe the oral communication exposure strategies and how those exposure strategies contribute to oral communication ability of English Department students at Universitas of Muhammadiyah Malang (UMM). This research employs qualitative approach to understand the experiences of the research participants on their English exposure strategies. Further, this research belongs as a case study to investigate an individual case intensively in deep information. Ary (2010) point out that a case study design is intended to comprehend the case on the individual or one group of single unit in natural situation so there is no limitation in investigated and the researcher is free to analyse data. In addition, according Moleong (2006), these experiences was elaborated through their opinions, expectations, perceptions, feelings, and motivation. In line with this, the answers of the study were based on high performing experiences employed the out-of class exposures strategies and how its strategy was able to enhance their oral communication proficiency.

Research subject

There were 18 subject who fulfilled the criteria and were considered as high performing in speaking subjects to fulfil the data related to the research problems. Those students were categorized excellent based on the assessment of several speaking aspects such as fluency, good pronunciation, a variety range of vocabulary. As well, the subject of this research were chosen by using purposive sampling technique. According to Gay (2000) purposive sampling is a judgment sampling, when the researcher selects a sample based on his or her experience or knowledge of the group to be sampling.

Research instrument

The key instrument of this research was the researcher herself. The researcher should entered the setting to get the data, did observation and interview. Gay (2000) stated that the researcher as the human instrument entered the setting to observe and doing the interview. Furthermore, the interview guidelines were used to guide the researcher in-depth interview to gather clear information from the informant and to

answer the question about the oral communication exposures strategies by high performing students and how those types of exposures engaged with their oral communication improvement. Moreover, in order to get full information from the informants, the researcher used video recorder to record the interview.

Data Collection Procedure

In order to gain the information about students' oral communication exposure strategy, the data were collected through Focus Group Discussion (FGD) with the groups of high performing students. First, FGD was used to explore their experiences about English exposure strategies. According to Stewart & Shamdasani (1990) FGD provides a rich and detailed set of data about perceptions, thoughts, feelings and impressions of people in their own words. In this FGD, 18 students were invited. The participants were divided into 3 groups consisting of 6 participants in one group. Each FGD was took about 60 minutes. Further, FGD was conducted continuously until the saturation point achieved with no more new perspective from the participants. Also, the semi structured interview was formulated by the researcher to be the guideline in the FGD's interview in order to develop in-depth interview to gather clear information and perception from the students related to the research questions.

Further, the data were analysed through (tape/video) recording, transcribing and coding. According to Miles and Huberman (1994), in order to ease the researcher in identifying the emerging themes, the interview had been recorded, transcribed, and coded. After transcribing the data, in order to check the accuracy of transcriptions related to the participants' information, the researcher returned the transcription to the participants in order to have the opportunity to do member checking.

Data Analysis

The researcher analysed the data in several steps, according to Miles and Huberman (1994):

1. Reducing the data to get very important information related to the English exposure strategies. The researcher read the FGD transcription several times to get

the initial impression. Then she coded the answers with the different colours to make her easy to classify the answers.

2. Displaying the data, the researcher named all emergent themes and classification.
3. Drawing conclusions from the results of data analysis.

Trustworthiness

The trustworthiness of this study was addressed in the two ways. Based on Guba and Lincoln (1994) as cited in Shenton (2004);

- **Credibility**

The credibility of the data can be conducted through member checking to ensure the validity of the data that already obtained from the discussion forum. The researcher re-checked the data which had been already transcribed to the participants; they saw whether the transcriptions was in accordance with what they had said. This step was done to avoid subjectivity of the researcher.

- **Conformability**

Conformability is used to reduce the researcher's bias. In this research, the video recording was used through FGD in order that the researcher could do the data tracking whenever needed.

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion based on the data collected by the researcher. Further explanation is presented in the following sections

Research Findings

This section reports the results of the study which cover the out-of-class exposure strategies employed by high performing students to enhance oral communication proficiency and the contribution of out-of-class exposure strategies employed by high performing students to enhance their oral communication proficiency.

The out-of-class exposure strategies by high performing students

The researcher found that there were six out-of-class exposures strategies experienced by high performing students in improving their speaking ability. There were; speaking with peers and native speakers, YouTube, listening to English songs, watching English movie or TV Show, playing games, , and reading books.

b. Speaking with peers and native speakers

Based on the FGD result, the researcher found some points related to the speaking in community as the students' exposure. The subjects mentioned if he joined the international class that furnished him to practice English with their friends in the forum. This exposure strategies helped them in improving their oral communication.

I'm lucky to have like international class, when I come to the class with all of my English performances, I must use English with friends there. And the moment you come to the class its will connect the way how we communicate each other. (SA-A7)

Other students in FGD also stated the same ideas that speaking in community might be the solution to increase the ability in oral communication. For instance, they had a group to practice English orally by making the rules and giving the punishment to the members who spoke other than English. Sometimes they might speak up in the community by sharing their opinion and told the story.

I have this one, every time we meet, we always speak by using English. It's really fun. She is girl (noising) she used to speak in English so I have to speak in English because she is good too in speaking in English, as we know TBI student is required to speak in English. (RL-A8)

This assertion was mentioned by 13 subjects who agreed that speaking with peers and speakers gave a great impact on the upgrading the English oral communication. Moreover, by sharing in the direct responses might puss to deliver the idea exactly by giving feedback on the real conversation and might gave a positive impact on their oral communication.

c. YouTube

The second exposure strategy found in this FGD was using YouTube. The subject stated that YouTube reached with various topics not only fun but also educated learning which was fully English.

I think I learn a lot from you tube, and I scribes some channels that is actually full in English. How to say it about their home, high school, and maybe like “watch-mojo”(AT-A5)

This statement was also supported by the result of FGD where about 10 subjects admitted that YouTube provided them with good content in English influencing their oral improvement.

g. Listening to the music

From the FGD session, listening to the music appeared as the third exposure strategy commonly used by the participants to get better oral communication. They explained that listening to the music motivated them to look for the script and try to observe the meaning.

From my experience, listening to the music, when I like some songs I will search the translation so while Listening I read the translation in the English than I gain new vocabulary (TA-A14)

The ideas above was supported by 8 subjects in this FGD who point out that listening to the music facilitated them to expose their oral communication.

h. Watching English movie or TV show

According to FGD, the subject claimed that watching movie or TV show were best way to assist their oral communication. Besides, in this activity the subjects explored the meaning which were uttered by the characters in the movie. They tried to find some unfamiliar words than identified the exact point of them.

For movie, I like to watch movie especially for western movie and the horor genre. Like my friend already said movie also contribute on kind of expression, when listen to them, I try to practice and pronounce than I try to speak like them (AU-A5)

Based on the participants' answered in the FGD, it was clearly enough to state that watching movie or TV show might be the choice to become the activity in

increasing oral skill. This option was in line with the result from the survey where 9 subjects also did this activity to aid their oral communication to better.

i. Playing games

The next exposure strategy showed in the FGD was playing games. The subject figured out that game had several instructions or even the sound that would be use full to espouse their English orally.

I remember, the first game that I love so much is the SHEN. When I am playing Barbie in virtual modes, I love it so. Actually I can operate the human on that game. There is an option when I want to cook cake with simple vocabularies, for my daily routine in the kitchen (AL-A15, 16)

These responses were explained by 5 subjects who agreed with the positive vibes from game to extend their communicate strategy to be exposed.

j. Reading books

Reading books was the activity to deal with the English in a written form. Moreover, the reader might concern to the sentence construction and the unfamiliar word getting context with the topic in the literature chosen by the reader. However, reading was familiar with the university students to obtain new knowledge or even to fulfil their assignment. Above statement avowed by the subject in this FGD, they stated that in the university level the students ought to read paper for instance journal related to their academic needs.

Reading a journal is my daily routine since my thesis advisor asked to do every week basically we need to read at least 5 journals every week so that we can report it into diary we can like summarize it to sum up it and then and submit it to our advisor but it is too much for me. It's so hard for me because the construction is very complicated and also the writing system may be 5 and more journal is kind of too much and journal it should be 5 journal for me and I can understand it and because of the construction is very difficult but I still catch up the meaning and I can apply it in my proposal thesis too and also in my speaking too (YR-A10)

This explanation was supported by 4 subjects that conceded about the influential reading books had already upgraded in some aspect on their oral communication.

The contrubution of out-of-class exposure strategies in enhancing students' oral communication proficiency

In the second research problem, the researcher tried to figure out what are the benefits of the exposure strategy concerning students' oral communication. This section elaborates how those exposure strategies attected the component of speaking skill. The results from the FGD are presented below:

a. Doubling Students' Vocabulary

Based on the subjects' responses in the FGD, there were different perspectives about the benefits of exposure strategies experienced by the students. The first item found in this FGD was vocabulary. In this case, some of the subjects argued that by reading a journal, he gained the scientific vocabulary which helped him as mathematics' teacher in some school. Even though the teacher profession did not match with his major, but the teaching section had to use English as the language in learning processing. Therefore, he felt the benefit on reading books to enhance his vocabulary bank. Others claimed it might support to construct the correct sentences before we speak.

I will understand the way I constructed the sentences in terms the used of vocabulary in scientific term (YR-A9)

In addition, the subjects who were connected with listening to the music, watching a movie and so on claimed that thoses exposures strategies gave the advantages in the term of vocabulary enhancement.

Because there are some vocabularies always repeating, so I will more familiar and then its new vocabularies (AT-A5)

These explanation was supported by 11 subjects who admitted that their vocabulary increase by doing those kinds of activities.

b. Mimicking The Native Speakers' Expression

In communicating with others we often use a word to express our feeling. However, word without expression would be flat and some will be misunderstand if we use the wrong expression when deliver our responses. Further, The result of FGD

showed that some subjects got the natural expression on speaker utter after watching a movie or TV show. The expression contributed them to understand the use of the word in daily basis.

For movie, I like to watch movie, especially for western movie and the horor genre, like my friend already said movie also contribute on kind of expression (AU-A5)

The ideas above mentioned by 3 subjects in this FGD who are claimed that watching movie or TV show acknowledge them with the relationship between the word used and native expression on the movie they had been watched.

c. Upgrading The Students' Pronunciation

Furthermore, some subjects who experienced in watching movie or even some TV program contend that those activities helped them to discover a correct pronunciation even they had to be struggle to understand the word utter by the speaker. When they endured the trouble to comprehend the word or the sentence, they might repeat the recording more than one times until achieving the target.

I like watching American idol and English TV program that I got difficult word than I try to repeated many times that yaa until I got right pronunciation (NH-A27)

On the other hand, the subjects who experienced in listening to the music and play a game also improved by hearing the lyric and try to imitated how the singer or the dabber pronounce the word. This statement supported by 10 subjects who agreed that those exposures strategies upgrading their pronunciation.

d. Increasing students' speaking Fluency

Oral communication in the university level not only speaking quickly without speed but also deliver the ideas fluently to guide the listener understands the utterances and the message. In line with these, the subjects in this study declared their fluency rose. Thin opinion comes from 3 subjects in the FGD.

In my experiences I got a little fluency in my speaking, because I learn from my native speaker in my community in there, and also my writing when my lecturer comeback to their hometown (TI-A19)

e. Improving the Students' Confidence

Speaking in front of people was not easy. Moreover, to the students whom are learn English as foreign language which is being taught in the university. Students might use English as delivering language in their learning processing for example to present their task, discussion, and program related to their academic. Oterwise, to be confidence to perfom in front of people it was not easy. The speaker might have an effort to improve self confidence then the message might be delivered in good way and easy to understand. From the data in FGD, the subjects claimed that exposure strategies help them in inmpoving their confidence.

Based on my experiences, speak in English make me not confident, it made me very nervous, because I do not have like background knowledge about English. maybe I think in speaking so it's really hard for me , but when I learned from native, which is they really pay attention on us ,I mean the expressing show us “yeah you are good, please speak up speak up”, so this kind of expression made me feel like, aa I have to be confident , its better helpful for me.

Thus, about 4 subjects in the FGD were shared that exposing more in English out of classroom supported their proficiency in the classroom especially oral communication performance.

Discussion

Based on the finding, it can be concluded that high performing students of English major agreed that the activity to expose English out-of-the classroom may support their performing in acquiring better oral communication. Their experienced come from their acquaintance with many sources associated to the material in English. Furthermore, from the previous explanation, it can be seen that there were several out-of-class exposure strategies experienced by high performing English students in improving their oral skill. Additionally, the finding of some study were related to this research for instance Zoubi (2018), Coskun (2016), peters (2018), Ferdous (2013), Tonoian (2014).

In addition to the similarities, some differences also emerged. First, this research was conducted to find the out-of class exposure strategies by High performing English major students in UMM. The result shows There are six out of class exposure strategies such as; speaking with peers and native speakers, YouTube, Listening to the music, Watching English Movie or TV show, playing games, and reading books. In line with this, other new insight found that the subjects in the FGD avowed other term of exposure such as expose themselves in *youtube*, which can be best sources to search various topics in English material. Also, speaking with peers and native speakers was the most dominant exposure strategies used by the subjects. Additionally, for the second aspect in the research question was the confession on the result of study that conducted by some researcher which revealed that out of class exposure strategies can contribute to the improvement on students' oral communication component such as Doubling Students' Vocabulary, Mimicking the Native Speakers' expression, Upgrading Students' Pronunciation, Increasing Students' Speaking fluency, Improving Students' confidence. Further, from the data declared that out of class exposure strategy gave highly contribution in doubling students' vocabulary.

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusion and suggestions. The conclusion and suggestions are derived from the research findings which are presented in the previous chapter. Each section is presented as follows.

Conclusions

Based on the research findings which are provided in the previous chapter, the findings in this research are categorized into two: 1) The out-of-class exposure strategies by high performing students, and 2) The contribution of out-of-class exposure strategies enhance students' oral communication proficiency

Furthermore, generally the researcher can conclude that there are several oral exposure strategies employed by the high performing students in improving their oral skill, in this case out-of-class exposures. There are appear about six out of class exposures strategies such as; a) speaking with peers and native speakers, b)

YouTube, c) Listening to the music, d) Watching English Movie or TV show, e) playing games, f) reading books. In this study, the subjects argue that making connected to the English material out-of classroom must be the best alternative to the students in improving oral skill, since the credit to learn English inside the classroom does not enough to practice their oral communication. Besides, regarding to the second aspect on the role of exposure strategies elaborate by the participant, the data emerge about five item including oral component such as; a) Doubling Students' Vocabulary, b) Mimicking the Native Speakers' expression, c) Upgrading Students' Pronunciation, d) Increasing Students' Speaking fluency, e) Improving Students' confidence. The component above was the contribution of the out-of-class exposure strategies which help students become better to communicate and perform in the classroom or forum.

Suggestions

Based on the result of the research, it is necessary to provide the applicative suggestions. The suggestion are presented for

Lecturers of Speaking

From the result of this research, high speaking performing students experienced some exposures strategies and those improve their speaking ability. Therefore, it is important to the lecture to know the exposure strategy influenced the high performing students, hope the lecture can select and collaborate the exposure strategies which can be implemented in the classroom activity.

Students Majoring in English

From the finding in this study, the researcher would like to give suggestion to the students majoring in English who are struggling in improving their oral communication. The students are expected to include their selves by some exposure strategy applied by high performing student in speaking class.

Other Researcher

Last, it is expected to be used as references to the others researcher who are interesting in conducting the research on English exposure in the others skills and the

frequency of exposures use in differences gender of students with various level of study.

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APPENDIX

1: Interview Guidelines

1. Are speaking class enough to support your oral communication competence?
2. Do you have extra English activities outside the classroom?
3. What speaking activities did you do outside of the classroom meeting?
4. How do the activities can help you to improve your English oral communication skill?

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Discussion part 1

Interviewer : ok your ideas is very good, because that's not enough, so you need to find some activitis outside the classroom, right, so you have another exposure outside the classroom, so what kind of activity outside the classroom?

AN : yes for speaking, so we have one week, so one day we have discussion, we need to discuss something in English. Yeah, I also practice my English by teaching my friends.

Interviewer: teaching your friends?

AN :. So the exposure, improve the vocabularies as well, since their presentation is about the academic presentation, and I got so many words that's academic term the way I reach my ability in speaking, because the classes is not enough.

Interviewer : how about You Tube ?

AN : so many music videos with its words, rnb, and also hip hop words, that I can add to my vocabularies, that is significant for me.

Interviewer; Is it just increase your vocabulary?

AN: and also listening , sometime I often listen to hip hop,

YR: I think, I learned English more in a formal way. In this case not in discussion. I am not teaching my friends, I just want as my best as my way, because I like to watching vlog like from native. It's helpful for me, and believe or not sometime I continuously can practice what are they said. Sometime I also watch reality show, it's around ASIAN, but it help me a lot, like Asian next top model. They very rich in speaking skills, and in the text behind, eh below on their speaking there is text when the model incorrect in speaking, they will correct them like that I think.

YR: yeah expression, however sometime I get confuse because they are so fast, I don't know what they are saying, but again and again I reply it, sometime I got it.

AT: I think I learn a lot from you tube, and I scribes some channels that is actually full in English how to say it about their home, high school, and maybe like "watch-mojo" because there are some vocabularies always repeating, so I will more familiar and then its new vocabularies, I will use in speaking and also I most also get vocabulary from watching western opera, it's like I will get like a lot of idiom expressions, that's actually common used by them.

SA:. but then is up to you right, like the way how you found the exposure that force yourself freely to get more better, and since you get the limit you know like talk really fast for example a lot of vocabularies, you know you found your

argument and so basically that I was done, but also YouTube. I think is always be there.

Interviewer: how about movies or other sources ?

AU: Yes I think YouTube is the best teacher ever. Because we don't have study in formal way, like my friends already stated, YouTube is more contribute to exposure in English, the activity like YouTube routine. So when it was in march, I join a program collaborate with foreigner, and then everyday like 10 days I have to speak English with them, that kind of activities will increase my English skills. That's all.

Interviewer: others maybe ?

AU: for movie, I like to watch movie, especially for western movie and the horor genre, like my friend already said movie also contribute on kind of expression, when listen to them, I try to practice, I try to pronounce and I try to speak like them.

AU: I like to play a game. In this games like I don't know some vocabularies, I try to search on YouTube, so because I play a game often, so the vocabulary always repeat and repeat again, and always remind me.

interviewer: so others , do you agree?

SA: ya I do agree with her. For me games is like my first exposure,

Interviewer: but you just forgot it . haha

SA: Because that's not really significant after you just done and go to the next level, basically the term of games appearance some word but not improving you a lot more, but for the first learner I think that it funs also and you feel like force to play the games you feel like you are learning , its unconsciously you can write it in your mind, the term play continuously said accident a lot of thing there, since we are living in the era you know native technology in your generation, probably like kids now or like really aware on this term.

like equalizer if the score is same like 1:1 , that's is the thing that we can get from it.

AT: I think games also give some additional like new vocabularies,

AT: I join some activities in the campus I tried to used it. Its part of I still keep practice with my friends.

Interviewer: So you just want to maintainin your oral communication to others.

SA: for friend speak, as is said before, I'm lucky to have like international class it's like more than community , because they have a lot of fluency in speaking too but somehow its kind like , when I come to class with all of my English performance students, they must use English with friends there. And the moment you come to the class its will connect the way how we communicate on that way too.

Interviewer: others

YR: And now on I still communicate with my Singapore friend, it also help me to train my speaking English.

AU: I also have let's say partner from overseas my friend from Srilanka, Singaporean also. Sometimes, we do video call and video call I have to speak English and speak directly, so I don't have to ask out what is it mean, bla bla it will give me more practice in speaking in English

RL: I have this one, every time that we meet, we always speak by using English. It's really fun. She is girl (noising) she used to speak in English so I have to speak in English because she is good too in speaking in English, as we know TBI student is required to speak in English .

Interviewer: so both of you

YR: sometimes she asks me some special words in English, I still keep in touch with my friend in whom study in kamboja, Laos. They can use Facebook. Sometimes they call me by Facebook and we are communicating also using English the only language that can use because I not good in Chinese

YR: Journal teaches me a lot in term of my vocabulary and also even not only speaking but also writing so my reading journal I will understand the way we construct in terms of vocabulary and also some vocabularies in scientific term.

RL: regarding to journal, so I think I do agree with David the journal helps a lot, especially in vocabulary and from journal we can see how sentences are constructed. So when I try to speak I will contract word by word to be a proper sentence.

SA: I think like learning English that most speaking will be gradual. I just like only get to expose journal at this level here in university actually the real input would be like gaining new knowledge.

YR: Reading a journal is my daily routine since my thesis advisor asked to do every week basically we need to read at least 5 journals every week so that we can report it into diary we can like summarize it to sum up it and then and submit it to our advisor but it is too much for me. It's so hard for me because the construction is very complicated and also the writing system may be 5 and more journal is kind of too much and journal it should be 5 journal for me and I can understand it and because of the construction is very difficult but I still catch up the meaning and I can apply it in my proposal thesis too and also in my speaking too. Basically, they are 50 50 about disadvantages and the advantages.

AT: I think, that the way how we learn English outside the classroom, is make we something that very important that make better in speaking. We do believe that classroom in one of the supporting system. Because I can't really apply my speaking skill in my class. So something that I got from movies, from YouTube, I will apply it 100% in my calls, when doing the presentation in the classroom. What actually we got outside the classroom is actually support what we do in the classroom. We do realise that we cannot depend on the classroom so we have to get it from the outside and also bring it back to the classroom by confidence.

Discussion part 2

NF: aa likee aa i, sometime i do like, my hobby is watching youtube , so sometime i watch youtube , without a, the first watch some program with subtitle, and the second a i repeat it again without subtitle , i try it like i do some words that i think it diffuclt , some about i do relize that it help speaking like , sometime i also watch like someprograms like kim kandasiam , ouh

there aa i have some like vocabulary that maybe our teacher is aaa never talk about that , so i think thats it.

Interviewer : what is the example

Interviewer : beside youtube, do you have another acitivity ?

TA: from my experience, listening to the music, when I like some songs I will search the translation so while Listening I read the translation in the English than I gain new vocabulary

TS: actually I have the same activity, but it's a little bit different because in the second time she will not repeat to the subtitle, but if me still look at to the subtitle, and I try to imitate how to pronounce the words, and it helpful for me and I also go to students sharing community

Interviewer : what is that ?

TS : sharing community in our department, so in that community i try to practice to speak in English.

Interviewer :so others ?

TW : i have the same experienc. Its about watching movies, but in this case i would like to listen to them and read, actually i follow a friends program, watch them, and aaa i repeat , i try to immitate them , so i like that VB on that film, and then i too immitate how its pronouce, and the gesture she do something like that.

Interviewer : yeah

TI : yeah same with my friends, i watch some movies, and i try to find a new word, and also listen to the pronunciation, and then based on my experience, ncak to my hometown, i folloe the community , aaa the communit is "jaga kesehatan fondation" its like volonter, for teach children to use English, and also some lecture in there, and also i get a some may words, many new vocab, so whats yeah thats my experiences.

Interviewer : yee,plese

NF : for me,aaa i love korean much, i have like group chatt with some friends like me, not only indonesian people, but also england, autralia, that in the group wechatt,somethem there, if we have diffrent like how to like , oaaaaa how we slang a word, there i can i can get a new vocabular that maybe like informal informal word, but it also can help my it also can help me increse skype ?

TS : i have some vocabularies from that.

AL : yeah, i have a best friend, he really ecxited with english, but yesh his still learning, sometime we are doing chatt and also aaa communict e when we have familiar, and i think ou event his english language is propore, but im still understand about what he said, so it helps me to lear more nad more.

Interviewer : so others, who want nexts ?

TS : me maybe, yes because i change , we have in communicating specially, when we to say something in our groups inlife, we have to speak in english. If we not follow the rules, ofcoure the monitoring of the program will ive punsihmen to us, so should speak up infront of other people, so we have to we have to maybe like story telling, sharing experiences in front of other people, thats why we have to strugle like , we have to open

up our dictionary and we have to try. And also in the forum we also have to speak up in english.

Interviewer : ok, how about you ?

S : is it ok to talk about a course ?

Interviewer : its ok

NF : in my experience, i went to Pare, in third semester, two or third semester i forget, when in the course we have to speak in english, if you speak in Indonesia, even if just a word you can just skip the word, if want word we have to pay it. Aa if aa if in course if we speak in like in our our dorm, we have to pay like one word is one thousand, if use, that sometime we just sing like, i have experience like when i take a bath , im singin like Indonesian

AL : aa in my mentoring in my village, its build my confidence, because uhmm generally they are just like people in common not really really good understand about english, but when i teach them some new vocabularies, they excited and they said like “ouh you know then my teacher, arh cheer me up , that motivated me.

P : how about you ? did u do a presentation or when you talk to others ?

NF : i think will speak in front of people , it will increase anxiety , at first maybe we get nervous, but after we have it like three days, we do that continuously, we will feel like its just something, so its no really surprise to feel nervous . and also if we do the presentation in front of like unfamiliar people, sometime we have to prepare it for best, we dont want to be look like have full english in front of people. So sometime we have to practice it like deeply to our materials, so after we have presentation , maybe it will increase our my speaking skills, because i already understand about deeply about the material.

P : others ?

TS : based on my experiences, speak in english make me not confident, it made me very nervous, because i dont have like background knowledge about english . maybe i think in speaking so am i its really hard for me , but when i got , i learned from native lecturer, which is they really pay attention on us ,i mean the expression show us “yeah you are good, please speak up speak up”, so this kind of expression made me feel like, aa i have to be confident , its better helpful for me.

P : so how about the exposure that you have done ? how they can help you ? based on what ? to what extend maybe ?

TW : for me the program the i've watched, wendy and friends series, and the talkshow, so i would like imitate how their fluently , so in this case when im going to have fluently of course i need to really understand about the materials set by mbak Nova. And then when i face the audiences , their expressions is not show that they follow me, so i make it like slower slower

S : laugh

RQ 1:

Initial	Speaking with peers and native speakers	youtube	Listening to the music	Watching movie/ tv show	Playing games	Reading books
RL	√					√
AU	√	√		√	√	
AN	√	√	√			
AT	√	√		√		
ST	√	√			√	√
YR	√	√		√		√
WD		√				
YL		√	√	√		
UA	√		√	√		
NB	√			√	√	
DS	√	√	√			
NH		√	√	√		
AL	√		√		√	√
TI	√			√		
TS	√		√		√	
NF	√	√				
TA			√			
TW				√		
	13	10	8	9	5	4

RQ2:

Initial	Doubling the students, Vocabulary	Mimicking the native speaker Expression	Upgrading the students' Pronunciation	Increasing the students speaking Fluency	Improving the students Confidence
RL	√				
AU	√	√	√		
AN	√		√		
AT	√				
ST	√			√	
YR	√	√			
WD			√		
YL		√	√		
UA	√		√		
NB			√		
DS					
NH			√		
AL					√
TI	√		√	√	
TS	√		√		√
NF	√				√
TA	√				
TW			√	√	
	11	3	10	3	3

STUDENTS' SCORING

N O	NAMA	SPEAKING CLASS _D			
		S 1	S 2	S 3	S 4
1	AU	A	A	A	A
2	YR	A	A	A	A
3	ST	A	A	A	A
4	RW	A	A	A	A
5	YL	A	A	A	A
6	AT	A	A	A	A
7	RL	A	A	A	A
8	DS	A	A	A	A
9	TW	A	A	A	A
10	AL	A	A	A	A
11	SI	A	A	A	A
12	RR	A	A	A	A
13	AN	A	A	A	A
14	CP	A	A	A	A
15	TS	A	A	A	A
16	NF	A	A	A	A
17	NB	A	A	A	A
18	TA	A	A	A	A
19	NO	A	A	A	A
20	HN	A	A	A	A
21	UM	A	A	A	A
22	NW	A	A	A	A
23	TI	A	A	A	A
24	AP	A	A	A	A
25	NH	A	A	A	A
26	ND	A	A	A	A
27	NR	A	A	A	A
28	MW	A	A	A	A
29	WD	A	A	A	A
30	UA	A	A	A	A

Tesis (Ridha Mudrikah 2)

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